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ABSTRACT

During the winter quarter of 1975, the Metropolitan Campus of Cuyahoga Community College offered 11 sections of Business 460-108, the prerequisite course for all other courses in the business curriculum. Of these 11 sections, 6 were day sections, 4 were evening sections, and 1 was a Saturday section. Following a review of the literature pertaining to corporate financing of employee education at community colleges, the author describes the results of a study of all 11 sections which he conducted to ascertain the number of students receiving corporate tuition reimbursement. Of the 503 students surveyed, 39 (8 percent) were receiving tuition reimbursement from 29 corporations. The average for day sections was 2 percent, and the average for evening and Saturday sections was 15 percent. Approximately the same number of male and female, married and unmarried, students received reimbursement. There is a tendency to move from partial payment to full payment of tuition. About 50 percent of the plans include payment for textbooks as well as full tuition. The author recommends a comprehensive plan for attracting and providing services for students receiving corporate tuition reimbursement as a means of boosting college enrollments and income. (DC)

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An Investigation of the Number of Students Receiving Corporate Tuition Reimbursement in Eleven Sections of Introduction to Business 460-108 at Cuyahoga Community College - Metropolitan Campus

by

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A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

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Abstract -- Of a practicum presented to Nova University in partial fulfillment of the requirements for the degree Doctor of Education.

Title -- An Investigation of the Number of Students Receiving Corporate Tuition Reimbursement in Eleven Sections of Introduction to Business 460-108 at Cuyahoga Community College-Metropolitan Campus

Institution -- Cuyahoga Community College - Metropolitan Campus, Cleveland, Ohio.

Investigator -- Kermit Lidstrom, M.A.

Summary -- Eleven sections of Introduction to Business (460-108) were surveyed to ascertain the number of students receiving corporate tuition reimbursement. Of the 503 students surveyed 39 or 8% were receiving tuition reimbursement. The average for day sections was 2% and the average for evening and Saturday sections was 15%. There were about as many men as women receiving tuition reimbursement. The number of corporations involved was 29. The author recommended a comprehensive plan for attracting and providing services for students receiving corporate tuition reimbursement.

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Foreword

Community Colleges always claim that one of their major goals is to be of service to the commercial community. Clearly this includes providing learning experiences which will inhance the capabilities of those who work in commercial and industrial firms. In a previous practicum the author was able to determine that most of the major commercial firms, in Cuyahoga County, provided as part of a benefit package, some form of tuitional reimbursement.

This study is an attempt to determine the impact of tuitional reimbursement on the college. Students who attend on the basis of tuitional reimbursement are a social entity. The author began this study because he believes that the college needs to know whatever can be learned about any specific "community" it serves. Ohio, unlike some states, charges Community College students tuition. The cost per quarter hour at Cuyahoga Community College is $7.70. Who pays this tuition? An understanding of the specific dynamics of tuitional reimbursement is essential for those in a position to relate to this community.

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The Title

An Investigation of the Number of Students Receiving Corporate Tuition Reimbursement in Eleven Sections of Introduction to Business 460-108 at Cuyahoga Community College - Metropolitan Campus

The Statement of the Problem

During the period of massive community college growth, administrators and faculty struggled with problems of space, staffing, and curriculum. Students appeared as if by magic. On opening day, September 23, 1963, three thousand students enrolled at the new Cuyahoga Community College.[1] Ten years later this number has grown to an excess of twenty-two thousand full-time and part-time students. Cuyahoga Community College's prime asset is students, without students nothing can happen.

Student enrollments have leveled at Cuyahoga Community College. Ever larger head counts appear to be a thing of the past. Other things are changing as well. In 1968, 50% of the students were in the age group 18-21 years. By the fall of 1973, only 35% of the students were in the age group 18-21 years. The mean age of the student body has risen to 24. Further, a slow but steady shift from day to evening study has been noted. Who is this "new student"? Specifically is he or she the result of Corporate Tuition Reimbursement and to what degree?

Importance of the Study

Cuyahoga Community College charges $7.70/quarter hour. At present hard data on who pays the tuition is unavailable.

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1 Cuyahoga Community College Bulletin, 1973, pg 2.

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Clear knowledge of the quantity of students who are enrolled because of Corporate Tuition Reimbursement could be vital to the long-range planning of type and time of offerings. In addition, this data could present a clue to what might be an untapped source of new students.

Purpose of the Study

Effective curriculum planning requires input information which is reliable and valid. In order to serve the community, course offerings and the times courses are offered must be client targeted. The college needs to know the extent of Corporate Tuition Reimbursement. With this in mind, this study will seek to discover the extent of Corporate Tuition Rebate in a sample group.

The Sample Group

The Metropolitan Campus of Cuyahoga Community College offered eleven sections of Introduction to Business 460-108, during the winter quarter of 1975.

There were six day sections, four evening sections and a Saturday section. Introduction to Business 460-108 is the prerequisite course for all other courses in the business curriculum and presented the best route to a large sample of incoming students.

Procedures

1. Approval was secured from Mr. Lowell Watkins, the Chairman of the Department of Business to do this study.
2. The literature was reviewed.
3. Permission was secured from course instructors to survey the students, by questionnaire, during the second and third weeks of classes.

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4. A report of the findings was written.

5. The report was submitted to three cluster peer readers.

6. The final report was corrected and modified, based on peer reader comments.

7. The final report was distributed as follows:

   a) Original and copy to Nova University.

   b) James Lorion - Cluster Coordinator.

   c) A copy to each peer reader.

   d) Eric Clearning House for Junior Colleges.

   e) The Chairman of the Department of Business.

   f) The Dean of Science and Technology.

   g) The Dean of Admissions and Records.

   h) The Vice-president of Research and Development.

Definition of Terms

Certain terms were used in this study, which provide for specific clarity of discussion. Some terms, in common usage, often have several meanings. In an effort to circumvent vagueness, the definitions which follow are provided:

Full-time Equivalent (F.T.E.): Is a student taking 15 quarter hours of academic work. For a campus or academic department, the F.T.E. is calculated by dividing 15 into the total credit hours of enrollment for that campus or department.

Introduction to Business (460-108): This course is the first course in the business sequence and is a prerequisite to all other business courses. It is a three-lecture hour course.

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Population: Consists of all the students who matriculated in Introduction to Business (460-108) at Cuyahoga Community College - Metro Campus during the winter term of 1975.

Tuition Reimbursement: The return of tuition costs, by a corporation or commercial firm, to employees who complete college courses with passing grades.

Background and Significance of the Study

In his classic book[2] John Minor attempts to differentiate between training and education. He describes training as "role-specific and education, on the other hand, as being tied to the goals of the individual, more than to those of the organization". Once having made these distinctions he continues on to state:

> In general, where the student is expected to pay tuition to obtain a learning experience he himself desires, as in the universities, we tend to speak of an educational process. Training normally is paid for by the employing organization, although this does not deny the existence of concomitant benefits both to the individual and the company.

Times change fast, it appears that corporate decision makers are beginning to see advanced academic progress as development and not training or education in the sense that Minor distinguishes these two. Yet, throughout tuitional reimbursement plans there is the constant thread of "job relationship". The East Ohio Gas Company is a major employer in the Cuyahoga County area. The Company employs 3,300 people.

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2 John B. Minor, Personnel Psychology (London: The MacMillan Company, 1969) Pg. 206.

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A view of the tuition reimbursement eligibility rules, for East Ohio Gas reveals a strong commitment to the training concept.

To be eligible for tuition reimbursement an employee must:[3]

1. Be a regular employee.
2. Have a sufficient background, and show sufficient initiative and promise in his work to warrant his undertaking of the training at company expense.
3. Select courses which bear a relationship to the current or projected needs of the company. This includes courses required for a degree.
4. Select courses which will not interfere with his normal work. The number of courses authorized will be determined with this in view.
5. Obtain approval of the appropriate supervisor, manager, or superintendent and of the training director.

Certain aspects of corporate tuition reimbursement reveal a hierarchical bias. In a study accomplished at Lakeland Community College, Timothy Wright discovered that semiskilled employees were provided less opportunity to participate in tuition reimbursement plans than those who were higher in the corporate hierarchy. In addition, Professor Wright's study revealed a reluctance to reimburse high school courses at all levels. Professor Wright's findings are summarized in Table 1.

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3 An Education Refund Plan, The East Ohio Gas Company. East 6th at Superior. Cleveland, Ohio 44114. This data is presented, because the East Ohio Gas Company tuition reimbursement plan is a model plan. East Ohio reimburses full tuition, textbooks, laboratory fees and materials.

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Table 1

The Percent of Major Commercial Firms in Lakeland County, Ohio, Providing Tuition Reimbursement by Job Category[4]

Job Category	College Courses	High School	Noncredit
Managers and officers	94%	35%	23%
Professional	92%	35%	21%
Technical	100%	30%	23%
Sales	83%	25%	8%
Office & clerical	94%	44%	33%
Craftsmen (skilled)	78%	57%	42%
Operators (semiskilled)	60%	46%	38%
Laborers (unskilled)	66%	45%	36%

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4 From an unpublished study done at Lakeland Community College, Mentor, Ohio, 44060 -- By Professor Timothy W. Wright, Coordinator of Business Management.

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Education is essentially a human enterprise. The creation of narrow definitions of "job related" is destructive to the corporation that sponsors tuition reimbursement and to the individual worker. Education in a democratic society is responsible for seeing that each individual develops to the maximum of his potential regardless of how great or modest that potential may be. American education is based on the belief that mass education does not deny respect and care for the individual, that quantity and quality in education can coexist. This concept of human development was described in cogent terms by President Kennedy:

> For the individual, the door to the schoolhouse, to the library, and to the college lead to the richest treasures of our open society; to the power of knowledge; to the training and skill necessary for productive employment; to the wisdom, the ideas, and the culture which enrich life; and to the creative, self-disciplined understanding of society needed for good citizenship in today's changing and challenging world.[5]

In an era of radical change, each society concerned with that change needs to discover: what education is? what education means? and how education should be funded. Silberman provided this thought:

> For what we teach reflects, consciously or unconsciously, our concepts of the good life, the good man, and the good society.[6]

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5 From President John Kennedy's Education Message to Congress, January 1963.

6 Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970) Pg. 5.

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What then should be the dynamic of tuition reimbursement? Clearly, the struggle between "academic" versus practical becomes useless as an argument. The worker, the employee, the manager, are all whole people.

To attempt only, job related, practical training is self defeating for the organization. Tomorrow needs carers of capable men--men educated to feel as well as act and think. We have reached a dangerous age, when rigidity and memories of "the good old days", too often substitute for fresh ideas and innovative solutions. We have to recognize the fact that each member of society has to be right more often than he used to be. A well-trained worker may perform at work and fail totally as a citizen, parent, and voter. In the words of Robert Hutchins, "by learning to use the mind, a human being acts in a human way if he thinks."[7]

Training directors and personnel managers have long struggled with the key questions of development. This pervasive problem is well documented. In a classic article, Charles Bowen, Jr., suggests that development failures are caused by a reluctance to understand the uniqueness of jobs:

> They do not recognize that even jobs which look identical on paper may be vastly different in practice--depending on the organization, unit, place, time, personnel, and other factors. They do not face up to the fact that, in the current state of the art, it is almost impossible to affect major, sustained changes in attitude and

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7 Robert M. Hutchins, The Learning Society (New York: Frederick A. Praeger, 1968) Pg. 61.

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> behavior. In short, they do not take development candidates, warts and all, and try to help them fulfill their potential along the lines of their own style and patterns of behavior.[8]

Perhaps what Bowen is discussing is the quick cures. The "hot item" development programs. Today's training manager is inundated with sales brochures for symposiums, seminars, conventions, cosette tapes, sensitivity sessions, and do-it-yourself transactional analysis. Most corporate trainers have tried these programs in and out of the house. Rarely, is any new competency acquired, and in those few cases when competency is acquired it is soon forgotten or left unused.

We are faced with many unanswered questions. The full documentation of the need for and the purpose of corporate tuition reimbursement is not yet written. The notion that courses, underwritten by tuition reimbursement, must be "job related" is slowly being phased out as a concept. Employees now are often able to receive rebate if the curriculum undertaken will help prepare them for advancement within the company. When couple tuition reimbursement programs are analyzed, several items reoccur as benefits of a company reimbursement program. The most frequent are these:

1. Makes for better-informed and more valuable employees.
2. Helps the employee help himself in developing his own potentialities.
3. Increases morale, decreases turnover, and cuts training costs.

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8 Charles P. Bowen, Jr. "Lets Put Realism Into Management Development", Harvard Business Review, July-August 1973, Pg. 84.

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4. Aids in recruiting new employees.

5. Fosters better community relations.[9]

This all seems like tuition reimbursement provides a positive payoff for corporics, individuals, and society. However, some investigators disagree. Gruenfeld in a study of pay-out on tuition reimbursement suggests that paying tuition may have a negative effect on learning.[10] He investigated 99 employees receiving tuition reimbursement over a five-year period. He concluded that those who paid part of their tuition, spent more time studying and benefited more. Gruenfeld proposes that it is student commitment which provides for positive development and not the source of the tuition.

Education is a fairly stable institution. The body corporate is a stable society. How will these two major forces in our society help man face an unstable world--one which seems, at times, to be falling apart or even blowing itself apart? Will we become victims of "future shock" completely unable to deal with rapid change and information overload? Can man be prepared for tomorrow by being a constant part-time student? Can existing educational systems prepare society for this new world? Some would agree with Peter Drucker who considers education too important to be left with educators who..."still talk of minor changes, or adjustments and improvements. Few of them see much reason for radical changes. Yet education will in all likelihood be transformed within the next decade by giant forces from without." [11]

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9 The Bureau of National Affairs, Personnel Management, (Washington, 1973) Pg. 501-507.

10 L.W. Gruenfeld, "Effects of Tuition Payment and Involvement on Benefit from a Management Development Program", Journal of Applied Psychology, 50: 396-399, 1966.

11 Peter Drucker, The Age of Discontinuity (New York: Harper Row, 1969) Pg. 334.

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The corporate force on education is subtle, yet persistent and powerful. The power of tuition dollars can create curriculum and program design. Innovations are rarely isolated in their effect. Different sources of tuition change the system. In a sense then, any innovation is as instructional as it is organizational, or vice versa.

The Percent of Students Receiving Tuition Reimbursement

As expected the students receiving tuition reimbursement were clustered in the evening sessions and the Saturday session. The specific numbers and percentages are presented in Table 11.

Table 11

The Number and Percent of Students Receiving Tuition Reimbursement in Introduction to Business (460-108) Winter Quarter 1975

Section	14 Day Reg.	# Rec. Tuition R.	% Rec. Tuition R.
2001	42	1	2%
2002	37	0	--
2003	71	3	4%
2004	50	1	2%
2005	44	0	--
2006	31	0	--
2061*	49	5	10%
2062*	44	8	18%
2063*	74	13	18%
2064*	32	4	13%
2801**	29	4	14%
Total	503	39	8%

* Evening sections

** Saturday section

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The Extent of Tuition Reimbursement

# of Students	% of Tuition Paid By Company
23	100%
3	80%
4	75%
5	50%
4	Based on grades
39	

Payment of Textbooks

Eleven of the thirty-nine students also received full compensation for textbook cost. In one case the textbook costs were limited to $20.00 per course.

Distribution by Sex

# of Males Receiving Tuition Reimbursement - 20	# of Females Receiving Tuition Reimbursement - 19

Marital Status

Single - 20	Married - 19

Sponsoring Companies and Percent of Tuition Reimbursed

Aetna Insurance Company	80%
Alcoa	100%
Automatic Sprinkler Corporation	Based on Grades
Bowman Products	100%
Central National Bank	50%
Cleveland Electric Illuminating Company	75%

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Cleveland Municipal Court	100%
Cole National Corporation	100%
Cuyahoga Community College	100%
East Ohio Gas Company	100%
E. F. Hauserman Company	Based on Grades
Federal Reserve Bank	100%
Frank Nero Corporation	100%
General Electric	100%
Hospitality Motor Inns	75%
House of James, Inc.	50%
Ohio Bell Telephone Company	100%
Penton Publishing	50%
Pioneer Standard Electronics	100%
Porter Electric	100%
Richman Brothers Company	80%
Sherwin Williams Company	100%
Society National Bank	50%
Standard Oil of Ohio	75%
The Higbee Company	100%
Veterans Administration	100%
Warner & Swasey	Based on Grades
White Motors	100%
Xerox	100%

Summary

Tuition Reimbursement appears to be a growing phenomenon in corporate benefit programs. There is a tendency to move from partial payment to full payment of tuition. About 50% of the plans include the payment of textbooks as well as tuition. The companies that paid textbook costs also paid 100% of the tuition. The distributions of men and women receiving tuition reimbursement was about 50-50, and the distribution of married and single students receiving tuition reimbursement was about 50-50.

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The college has experienced a slow shift to an older student. In 1968, 50% of the student body at the Metropolitan Campus of Cuyahoga Community College were in the 18-21 age group. By 1973, this age group represented only 35% of the student population.

These data may reveal insights into tomorrow's student and answer from an institutional view "when" students will enroll. Perhaps, time off between high school and college provides for some, "thinking space" and a chance to organize career decisions. Today's 18-year old can choose employment and enter the college stream part time using corporate funds rather than his own.

As the college views tomorrow certain facts need to be noted, they are:

1. Enrollment at Cuyahoga Community College--Metropolitan Campus has stabilized at about 10,000 students.

2. 30% of the students are enrolled in business programs.

3. Business and industry are deeply involved in tuition reimbursement. Tuition reimbursement plans are wide spread, and generous among local industry.

4. 25% of the gross operating income of the college is secured from tuition.

5. The median age of the student body has year by year shifted to the older student and now averages 24 years of age.

6. 60% of the students at Cuyahoga Community College register for less than 12 quarter hours per quarter.

7. A total of 10,026 students attend the Metropolitan Campus. Of these 5,905 are day students, 4,121 are night students.

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The college needs to be aware of the changing styles of tuition payment and new student needs. The archaic concepts of "day students" and "evening students" are not valid. Certain adjustments in resource and response will be required to provide full service to all students.

Recommendations

The college is currently looking at the future. The district has received a major foundation grant to design a long-term plan. By virtue of open circulation we would hope that this modest study would be part of the input to the long-term plan.

If the author were a major administrator, he would impliment the following:

1. Institute at district level a continuous year-by-year survey of tuition reimbursement.
2. Determine the best methods for exploiting this source of F.T.E.
3. Design an operational unit complete with budget and manpower, whose mission would be to:
   a. Maintain communication with corporations and employees of corporations who have tuition reimbursement programs.
   b. Respond to the needs of this clientele with appropriate offerings at times and places that suit their needs.
   c. Provide guidance to corporations who do not have tuition reimbursement plans. This would include the procedures for design, control, and finance of reimbursement plans.
4. Provide a system for constant feedback of results to the district president.

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In an institution the size of Cuyahoga Community College, it takes time for ideas and information to germinate. This is appropriate and realistic; hurried plans often, can cause damage. The author hopes that this effort becomes, in some way, part of the total effort that is needed to keep the college on the "cutting edge" of the community's needs.

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